

THE CHRONICLE

of Higher Education.

September 30, 1987 • \$1.95
Volume XXXIV, Number 5

ISSN 0899-5962

News Summary

Articles on inside pages

Popular interest in the Vietnam War has surged, but despite rich new research materials, scholarly work on the war is far behind: Page 4.

Ten to twenty technology and research centers will be opened at universities by the National Science Foundation as part of an effort to improve U.S. competitiveness: Page 7.

A professor with AIDS said Kansas State University officials had told him that his employment would end next month: Page 11.

John Brademas, president of New York University, is credited with shaping national higher-education policy and improving his university: Page 18.

Spending on federal programs for students and colleges would rise slightly next year, under a bill approved by a Senate panel: Page 18.

Questions on the political character of philanthropy abounded at a meeting sponsored by the Institute for Educational Affairs: Page 27.

California's colleges are looking for ways to expand the pool of minority students who are interested in higher education: Page 31.

The University of Miami is trying to repair damage to its reputation caused by its football team's behavior last year: Page 35.

Britain's Margaret Thatcher, attacking a power base of the Labor Party, ordered control of polytechnic institutes and colleges turned over to the government: Page 39.

SECTION 1 A

Athletics	35-38
Books	8-10, 17
Coming Events	44-45
Computers	14-15
Deadlines	45-47
Deaths	43
Gazette	42-43
Government & Politics	18-26
Grants	24-26, 30
Ideas	17
International	39-41
Personal & Professional	11-17
Philanthropy	27-30
Scholarship	4-10
Students	31-34

SECTION 2 B

Opinion & Letters	1-4
Bulletin Board	5-40

GAPS PERSIST BETWEEN SEXES

Students from Most Minority Groups Improve Scores on College-Admission Tests this Year; Averages Stable

Students from most minority groups continued to improve their scores on the two national college-admissions tests this year, while the scores of whites dropped slightly. On both tests, large gaps persisted between the scores of men and women.

Average scores on the two tests remained comparatively stable.

On the College Board's two-part Scholastic Aptitude Test, the average score dropped one point on the verbal section, from 431 last year to 430 in 1987, but rose one point in mathematics, from 475 to 476. The S.A.T. is graded on a scale from 200 to 800.

Composite scores on the American College Testing Program's four-part test, the A.C.T. Assessment, fell one-tenth of a point, from 18.8 in 1986 to 18.7 this year. Scores on three of the four tests that make up the examination—English, mathematics, and social studies—also fell, in each

SAT Averages by Sex and Race

	Verbal section			Mathematical section		
	1985	1987	2-year change	1985	1987	2-year change
Men	437	435	-2	499	500	+1
Women	425	425	0	452	453	+1
American Indian	392	393	+1	428	432	+4
Asian	404	405	+1	518	521	+3
Black	346	351	+5	376	377	+1
Mexican American	382	379	-3	426	424	-2
Puerto Rican	368	360	-8	409	400	-9
Other Hispanic	—	387	—	—	432	—
White	449	447	-2	490	489	-1
Other	391	405	+14	448	455	+7
All	431	430	-1	475	476	+1

Note: 1986 data by racial and ethnic background not available.

SOURCE: THE COLLEGE BOARD

case by one-tenth of a point. Scores on the natural-sciences examination were unchanged.

The average S.A.T. scores of all minority-group students except Hispanics have risen since 1985, the last time scores were reported according to students' ethnic

background. A change in the questionnaire that accompanies the S.A.T. prevented the board from issuing detailed breakdowns of the 1986 results.

Over the two-year period, the scores of black students increased by five points on the verbal section of the test, to 351, and by one point on the mathematics section, to 377.

Mexican American students fell three points on the verbal section, to 379, and two points in mathematics, to 424. Puerto Rican students dropped from 368 to 360 on the verbal section and from 409 to 400 on the mathematics section. The new questionnaire for the first time included a category called "other Hispanic" students; test-takers who so described themselves received scores of 387 on the test's verbal section and 432 in mathematics.

Scores for American Indian students
Continued on Page A34

The ACT Assessment: Average Scores by Sex and Race

	English			Mathematics			Social studies			Natural science			Composite		
	1986	1987	Change	1986	1987	Change	1986	1987	Change	1986	1987	Change	1986	1987	Change
Men	17.9	17.9	0.0	18.8	18.6	-0.2	18.6	18.4	-0.2	22.7	22.8	+0.1	19.6	19.5	-0.1
Women	18.9	18.9	0.0	16.0	16.1	+0.1	16.9	16.7	-0.2	20.2	20.1	-0.1	18.1	18.1	0.0
American Indian	14.4	14.6	+0.2	12.1	12.5	+0.4	13.0	13.2	+0.2	17.7	17.8	+0.1	14.4	14.6	+0.2
Asian	18.0	18.2	+0.2	20.8	20.9	+0.1	17.4	17.7	+0.3	21.9	22.0	+0.1	19.6	19.8	+0.2
Black	14.0	14.4	+0.4	10.4	11.0	+0.6	11.7	12.1	+0.4	15.5	15.7	+0.2	13.0	13.4	+0.4
Mexican American	15.6	15.6	0.0	13.2	13.7	+0.5	13.7	13.9	+0.2	17.8	17.9	+0.1	15.2	15.4	+0.2
Other Hispanic	16.4	16.7	+0.3	15.1	15.5	+0.4	15.2	15.5	+0.3	18.9	19.3	+0.4	16.5	16.9	+0.4
White	19.2	19.1	-0.1	18.2	18.0	-0.2	18.6	18.3	-0.3	22.2	22.2	0.0	19.7	19.6	-0.1
All	18.5	18.4	-0.1	17.3	17.2	-0.1	17.6	17.5	-0.1	21.4	21.4	0.0	18.8	18.7	-0.1

SOURCE: AMERICAN COLLEGE TESTING PROGRAM

Colleges Shift Some of Their Skyrocketing Health-Care Costs to Employees

By KATHERINE S. MANGAN

Colleges once again are facing double-digit increases in health-care costs, despite their efforts in recent years to economize. As a result, faculty and staff members on some campuses are being forced to pick up a larger share of the expenses.

Many institutions have been hit with large increases in health-insurance premiums this year. Others got modest increases in their basic plans but expect jumps of 20 per cent or more next year.

Even colleges that tried to cope with the last big increases in health-care costs in the early 1980's—by putting into effect such changes as higher deductibles and mandatory second opinions by doctors—were braced for higher costs.

"They are escalating in spite of what we do," says Fred Bjorling, associate vice-president for personnel at Northwestern

University. "We had the medical world reeling for a while, but there are ominous signs they're catching on."

Health-care costs tripled at many colleges between 1977 and 1985, and they continue to rise. The price of health insurance for a full-time employee jumped to \$1,245 in 1985 from \$415 in 1977 at 222 institutions that were surveyed by the Teachers Insurance and Annuity Association and College Retirement Equities Fund.

Northwestern, like many universities, has tried various approaches, including deductibles and co-payments, to keep its health costs down. A deductible is the amount of initial expense an employee must pay for covered services, while a co-payment is the portion of costs for covered services that participants must pay above any deductible amount.

In addition to paying the deductibles and

co-payments, Northwestern employees are required to get authorization before entering a hospital for non-emergency treatment.

Employees who are covered by the plans have generally supported such efforts, according to Eric M. Friedlander, who chairs Northwestern's faculty-staff benefits committee. "The effect of these steps is to keep the costs down, and that's

Continued on Page A12

ANXIETY IN HONG KONG

University professors in Hong Kong are concerned about the impact on academic freedom and university autonomy of China's 1997 takeover of the territory. Story on Page A39.

The Scholastic Aptitude Test: Average State-by-State Scores

	Proportion taking SAT*	Verbal		Mathematical	
		1986	1987	1986	1987
Alabama	6%	476	478	514	515
Alaska	30	445	445	479	479
Arizona	11	466	463	509	505
Arkansas	4	482	480	519	521
California	38	423	424	481	482
Colorado	17	466	466	514	514
Connecticut	69	440	439	474	473
Delaware	50	442	440	475	470
Florida	38	426	423	469	470
Georgia	49	402	400	440	440
Hawaii	47	403	404	477	477
Idaho	7	475	473	512	502
Illinois	14	466	463	519	521
Indiana	47	415	415	459	459
Iowa	3	519	515	576	574
Kansas	5	498	498	544	547
Kentucky	6	483	479	519	519
Louisiana	5	474	473	507	509
Maine	46	434	433	466	466
Maryland	50	436	437	475	477
Massachusetts	66	436	435	473	474
Michigan	11	462	459	514	513
Minnesota	7	482	472	540	531
Mississippi	3	485	487	516	521
Missouri	11	476	474	519	518
Montana	9	485	479	541	530
Nebraska	6	493	488	549	545
Nevada	17	445	439	485	484
New Hampshire	57	450	450	485	488
New Jersey	65	424	425	465	467
New Mexico	8	489	484	527	525
New York	62	427	425	471	469
North Carolina	47	399	400	436	438
North Dakota	3	508	509	556	558
Ohio	16	460	455	503	499
Oklahoma	5	487	486	521	520
Oregon	42	444	444	486	484
Pennsylvania	52	429	428	465	463
Rhode Island	61	432	433	466	465
South Carolina	49	395	397	431	435
South Dakota	3	531	513	567	563
Tennessee	8	486	487	521	524
Texas	32	419	416	458	459
Utah	4	506	503	541	540
Vermont	54	442	440	474	474
Virginia	51	435	434	473	473
Washington	19	461	455	502	496
West Virginia	7	462	458	502	496
Wisconsin	10	478	475	536	534
Wyoming	5	484	483	534	533
National averages	38%	431	430	475	476

* Percentages are based on the number of high-school graduates in 1982 and the number of high-school seniors who took the SAT in 1982, the most recent year for which graduation figures are available.
SOURCE: THE COLLEGE BOARD

Minority-Group Students Raise Admission-Test Scores

Continued from Page A1

rose slightly over the two-year period, from 392 to 393 on the verbal section and from 428 to 432 on the mathematics section. Those for Asian American students rose from 404 to 405 on the verbal section and from 518 to 521 on the mathematics section.

White students' S.A.T. scores fell two points on the verbal section of the test, to 447, and one point in mathematics, to 489. Officials said one-fifth of the students who took the S.A.T. this year had reported they were members of minority groups.

On the A.C.T., the average results for minority-group students also increased. Blacks' composite scores rose from 13.0 in 1986 to 13.4 this year, while Mexican American students' climbed from 15.2 to 15.4 and Puerto Rican students' rose from 16.5 to 16.9. American Indian students' scores increased two-tenths of a point, to 14.6, and those of Asian American students from 19.6 to 19.8. The composite score for whites fell one-tenth of a point, to 19.6.

The A.C.T. composite score for women, unchanged from last year, was 18.1—or 1.4 below the average for men. The average for men was one-tenth of a point lower this year than last.

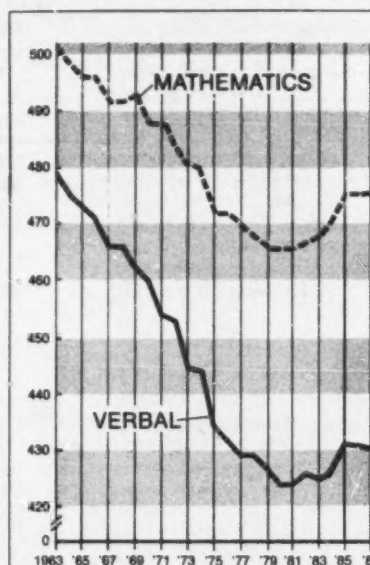
On the S.A.T., the gap between women's results and men's was largest on the mathematics section of the test, where women this year scored 453 and men scored 500—a 47-point difference.

The score for women was two points higher in 1987 than in 1986; the men's score fell one point.

On the verbal section of the test, the average score for women dropped one point, to 425, while the score for men fell two points, to 435.

More Students Take Tests

In announcing the S.A.T. results last week, College Board officials noted that average scores had held steady in spite of a substantial increase in the number of students taking the test—a factor that would normally be expected to push scores downward. Board officials said 1,080,426 high-school seniors took the S.A.T. this year, about 80,000 more than in 1986.



After more than a decade of decline, scores on Scholastic Aptitude Tests have steadied in recent years.

Donald M. Stewart, the board's president, said the increase was "an encouraging sign, since it means that a great many more students are actually considering going to college."

An Insufficient Payoff

A.C.T. officials said 777,444 members of the Class of 1987 had taken their organization's assessment, which is scored on a 1-to-36 scale.

In a statement, Secretary of Education William J. Bennett said: "Holding ground is better than losing ground, but we're still seeing an insufficient payoff for what we have invested in education."

He added: "We need better results. We need accountability for results." He said, however, that the increase in the number of students taking the test was "good news," as was the rise in scores of students who are members of minority groups.

John Weiss, executive director of FairTest, an advocacy organization that monitors the standardized-testing industry, said the rise in minority-group students' S.A.T. scores might be attributable in part to a New York State law enacted last year. The law requires testing companies to stop

using the questions on which answers from black and white students vary most widely.

"Some of the most egregious items have been eliminated from their tests," said Mr. Weiss. "We believe this is a large reason for the increase in minority scores."

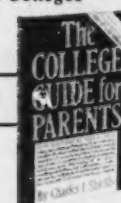
He added that the gap between men's and women's scores was "still outrageous." He said the tests, contrary to their makers' assertions, do not accurately predict women's first-year college grades.

Average scores on the College Board's 14 hour-long achievement tests, which are offered in individual disciplines, rose four points this year, to 544. That increase, too, was achieved despite a 4-per-cent increase in the number of students taking the tests.

Results on the Test of Standard Written English, which is given along with the S.A.T., rose by the equivalent of four points on the S.A.T. scale. The test is actually graded on a scale of 0 to 60+; this year's score rose four-tenths of a point, to 43.0.

Scores on the S.A.T. dropped from 1967 to 1980, and have since rebounded somewhat. The verbal score in 1967 was 466, and fell to 424 by 1980; the mathematics score decreased over the same period from 492 to 466. Between 1970 and 1976, composite A.C.T. scores fell from a high of 19.9 to a low of 18.3. For the past 11 years, they have fluctuated between 18.3 and 18.8.

"Page after page of super advice and insight."
Frederick E. Rugg,
Rugg's Recommendations
on the Colleges



The College Guide for Parents
by Charles J. Shields. \$9.95 at bookstores, or direct from publisher. Send check for \$11.95 ppd. to Surrey Books, 500 N. Michigan Ave., Chicago, IL 60611.

JUST PUBLISHED!

COLLEGE LAW

By Albert S. Miles, Ph.D., J.D.

"... a superb book on college law ... it covers cases in a way which college administrators can understand ... indispensable for today's educational administrator."—Wm. B. Baker, VP, Univ. of Calif. System.

Contents include case law, torts, constitutional rights, contracts, private colleges, administrative law, statutory law, privacy, copyright law. Over 200 key cases indexed.

"Essential for the college administrator. It's clear, concise, current."—B. Leach, VP, Fla. State Univ.

ORDER TODAY!

\$19.95 Softcover \$27.95 Hardcover
VISA/MasterCard Accepted

SEVGO Press

1404 University Blvd., Tusculum, AL 35601
205/752-7842

Colleges in California Seek New Ways to Expand Pool of Hispanic Students

Continued from Preceding Page
cooperation with neighboring public and private universities.

The centers plan to identify talented students who should consider transferring and provide a place where counseling and printed information can be obtained about admissions requirements, application procedures, and financial-aid options at four-year institutions.

One of the most structured efforts designed to increase transfers is the "Transfer Alliance Program," run by U.C.L.A.'s Center for Academic Interinstitutional Programs in cooperation with 12 community colleges in Los Angeles County. Students in the program are guaranteed admission to U.C.L.A.'s College of Letters and Science if they complete a core of special honors courses, maintain a 3.0 grade-point-average, and meet other academic requirements.

Since the 1960's, the Legislature has financed several programs in the state's higher-education systems that

provide special services for minority students after they enroll in college, including summer orientation programs for freshmen or transfer students, training in study skills, academic and personal counseling, and tutoring.

Report Blasts Programs

A report by the Educational Equity Advisory Council of the California State University system last year blasted some programs on its campuses. It said they lacked "a sustaining educational rationale" and had had too little impact on retaining minority students, despite the state's investment of about \$70-million in them just within the past five years.

The report recommended that the 19 campuses in the system consider integrating their special programs into the overall campus structures for student services, and it stressed the importance of enlisting faculty members more directly as advisers and mentors of minority students.

Several campuses have begun some consolidation efforts in response to the report, says Mr. Carter of the California State University system.

The issue of consolidation is a very sensitive one, however, since administrators and other supporters of the existing affirmative-action programs believe they need to retain some separate "identity" to provide a comfortable campus base for minority students.

Says David Sandoval, director of the Equal Opportunity Program at the California State campus at Los Angeles: "No thorough research has been done to find out what has worked in the programs in the past and what hasn't. Some consolidation is probably necessary, but if the staff members of these separate programs are 'mainstreamed' around campus and not given the chance to do some of the things we are now doing and teach other staff members what we do, the students will suffer."

Genevieve M. Ramirez, coordinator of tutorial services at the California State campus at Long Beach, says that based on her study of student-retention programs there, it appears that Hispanic students would be better served if one office were made responsible for keeping track of all the special services each student received, and if a professional adviser were assigned to oversee closely each student's progress.

'Home Base' Needed

Many Hispanic students get lost in the system now, she says. Students coming into a large institution, she says, "require a 'home base' program and an individual staff member who takes responsibility for their general direction and progress."

"Hispanic students are usually unprepared either for the multiplicity of offices whose functions are not recognizably distinct, or for the myriad details of requirements, procedures, and expectations."

Side-lines

A high-school basketball star, at the urging of his father, is making an unusual request of all college coaches interested in recruiting him: that they provide evidence about the state of minority life on their campuses.

Coaches who are interested in the talents of Jerrod Mustaf, a senior at DeMatha Catholic High School in Maryland, must answer a letter full of questions from Jerrod's father. Jerrod is expected to be one of the most sought-after high-school players in the country.

The questionnaire asks each coach for information about minority representation on the institution's faculty and among its tenured professors, the graduation rates of black students in general and black basketball players in particular, and minority representation on the athletic-department staff.

Thus far, coaches have said they support the questionnaire.

"A family would like reassurance on what's going on at a university, what's gone on with minority athletes in the past, and what's going to go on in the future," said Richard (Digger) Phelps, coach at the University of Notre Dame, one of the institutions that is most interested in the 6-foot-10-inch player.

Shaar Mustaf, the player's father, believes the information he gets from the coaches will play a significant role in his son's choice of college in the spring, which he said will be a family decision.

"I think it's a parent's right and responsibility," Mr. Mustaf says of his involvement in his son's decision. "When you're 18, you don't always know what's best for you. I hope we'll agree and he'll be happy. But I'm going to have some input. After all, I'm the one who's buying the pork chops and rice."

Eloy (Crazylegs) Hirsch, a former star football player and athletics director at the University of Wisconsin, was honored recently when a campus street was renamed for him.

The road, formerly Oakland Avenue, was dubbed Crazylegs Lane in honor of Mr. Hirsch's contribution to the university's sports program, on and off the field. The road runs alongside the university's Camp Randall Stadium.

Originally, supporters of Mr. Hirsch wanted to rename Campus Drive, the university's main street, in his honor, but that movement stalled when it was learned that the cost of changing all the necessary road signs would amount to \$17,000.

So Mr. Hirsch had to settle for Crazylegs Lane, a non-residential street that's not quite the length of a football field. Only two small signs were needed.

For Mr. Hirsch, who also played professional football for the Los Angeles Rams, it was the thought that counted.

"I've had lots of thrills in my life, and this is one of the biggest," he said.

Athletics

U. of Miami Tries to Repair Damage to Its Reputation Inflicted by Football Players' Scrapes with the Law

19 rules changes this year aimed at orienting athletes to campus and ending 'embarrassing' incidents—

CORAL GABLES, FLA.

"It was embarrassing."

So says Edward T. Foote, II, president of the University of Miami, about the spate of widely reported scrapes with the law, some of them involving criminal charges, that hounded the Miami football team last season.

"It was also rather bitterly ironic," he adds. "That was an outstanding football team, but instead of celebrating the joys of victory, we spent much of the season making apologies for off-the-field behavior."

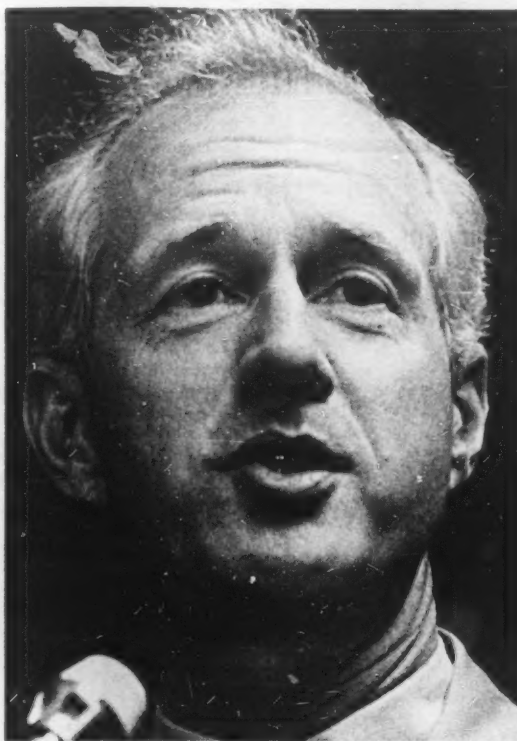
There was no question that "some players got into trouble and did things in violation or apparent violation of the law," he says. "There's no ducking that. We can't blame that on the media or anyone else. There were some mistakes made."

Frustration Is Shared

Mr. Foote says he understands what athletics can lead to a university. "If the image of athletics is one of quality and integrity," he says, "that image then translates out and can be beneficial. It can open the door to the rest of the institution. It can increase your visibility as a university."

Conversely, he says, "I think that the negative publicity did some damage to our image in a quick and surface way. But any thoughtful person who looks at the allegations objectively will say there were troubles here and mistakes there, but there is still an awful lot to say good about the place."

Mr. Foote's frustration is shared by Sam Jankovich, Miami's athletic director. "It was a very unfortunate rash of negative publicity," he says. "I really believe that



PHOTOGRAPH FOR THE CHRONICLE BY JOHN C. PHILLIPS

Miami's Edward T. Foote, II: "One thing we learned is that we really were not preparing very young men for the pressure."

in the four years I've been here, we've definitely tried to do our business the right way, and in all areas we've really set out to really improve this athletics department—and we've done so for the most part."

Stung by the critical headlines and an increasingly unsavory reputation, Mr. Foote appointed a "task force" last fall to study the athletics program and recommend ways to improve it and prevent a recurrence of last year's rash of difficulties. The panel made 19 recommendations,

all since adopted by the university, and noted that athletes had not been involved in incidents of misconduct disproportionate to their numbers.

Among other things, the committee urged the university to give players a more thorough orientation to campus life—through contact with the dean of students, housing officials, police officers, and reporters.

The university also adopted a code of conduct for athletes and published a handbook that spells out how athletes should act, and even how they should dress.

In addition, the university is making a special effort to integrate athletes into general student life, Mr. Foote says, after the committee noted that many of them expressed a sense of isolation on campus.

'Extraordinary Stress'

"One thing we learned is that we really were not preparing very young men for the pressure, the expectations, and the demands of some of the extraordinary stress of being in an intercollegiate athletics program like ours," Mr. Foote says. "Some of them didn't really think about how their behavior would reflect on teammates and the team."

Some players did not consider how their behavior would affect the rest of the university, either, says James L. Ash, Jr., vice-provost and a member of the panel that reviewed athletics. "We take student misbehavior seriously," Mr. Ash says. "But we did find that when athletes misbehave, the additional visibility they have makes it reflect poorly on the institution."

The panel, Mr. Ash says, chose to broaden its inquiry beyond questions of misbehavior. It looked at "other areas that affect athletes: the codes of conduct and rules they abide by, including N.C.A.A. rules, rules that apply to students, and rules that apply to residence halls," he says. "We thought it in the interest of the university to take a broader view of the situation."

'Tired of Hearing About It'

Most of the panel's recommendations stemmed from their review of those rules, Mr. Ash says. "I do not think we will succeed in eliminating misbehavior among undergraduates by any set of rules," he says. "However, I do think that the recommendations will produce a positive result."

Debbie Morgan, editor in chief of the *Hurricane*, the university's student newspaper, says that the football players' separation from mainstream student life has created some resentment among other students, many of whom feel that players receive special treatment.

The negative publicity of a year ago only
Continued on Following Page

NCAA Forms Foundation to Give Scholarship Aid to Athletes Whose Eligibility Has Expired

MISSION, KAN.

The National Collegiate Athletic Association, given a financial boost by a lucrative television contract for its Division I men's basketball championship, is establishing a new foundation to give scholarship aid to athletes whose eligibility has expired but who have not yet graduated.

The N.C.A.A. will contribute a starting grant of \$6.8-million to the fund, known as the National Collegiate Foundation, from the association's record-setting 1987-88 budget. The budget, totaling \$79,425,000, is more than \$22-million larger than last year's. Virtually all of the increase comes from a new \$55-million-a-year television contract for the Division I men's basketball tournament.

The association also contributed \$2.3-million to the new foundation from its 1986-87 surplus. It plans to add \$1-million more in 1989 and 1990.

Although the foundation's formation was approved in August by the N.C.A.A.'s executive committee, details about how it will work and exactly who will be eligible for aid have not yet been formulated.

Louis J. Spry, the N.C.A.A.'s controller, said only that the money would be used to help male and female basketball players complete their undergraduate degrees if they had failed to do so while athletically eligible.

'Long Been a Felt Need'

The N.C.A.A. has traditionally been puzzled over how to help such athletes, officials said.

"There's long been a felt need to provide a service for those who have demonstrated the capacity to earn a degree, but haven't done so while on scholarship and don't have the financial resources to con-

Continued on Page A38

NCAA to Aid Athletes Whose Eligibility Has Expired

Continued from Page A35

tinued in school," said Albert M. Witte, a professor of law at the University of Arkansas and a member of the N.C.A.A.'s executive committee. "Now, with this money from the basketball tournament, we have the funds to reach them directly and tangibly. The timing is just right for a plan like this."

One of Several Steps

The scholarship foundation is one of several steps the N.C.A.A. is taking to make sure that much of the additional revenue from the Division I basketball tournament is returned directly to its member institutions and their students.

The championship tournament now accounts for 81.2 per cent of all association revenues.

The association noted, in announcing its 1987 budget, that it will return 68.9 per cent of this year's anticipated income to its member institutions or their students, a total of more than \$54-million.

Last year, the association distributed \$33.1-million to institutions or their students.

The institutions participating in the Division I men's basketball tournament will receive \$7.4-million more than they did last year in the distribution of receipts.

Participants in other association championships will be allocated

NCAA Budgeted Spending, 1986 and 1987

	1986	1987	Change
Division I men's basketball distribution	\$24,735,900	\$32,150,700	+ 30%
Grant to National Collegiate Foundation	—	6,800,000	n/c
Transportation to championships	4,595,700	4,666,200	+ 2%
Communications department	3,186,000	2,825,650	- 11%
Championships: administration	2,840,700	3,990,000	+ 40%
Championships: per-diem allowances	2,497,900	2,955,400	+ 18%
Grant to Division II and III reserves	2,400,000	3,100,000	+ 29%
Drug testing and education	2,085,000	1,965,000	- 6%
Compliance and enforcement department	2,036,000	1,964,500	- 4%
General	938,200	1,394,100	+ 49%
Legal services department	1,700,000	1,500,000	- 12%
Publishing department	1,604,000	1,867,300	+ 16%
Championships department	1,083,000	1,043,700	- 4%
Funded operating reserve	1,000,000	1,000,000	0%
Committees	989,000	1,272,000	+ 29%
Administration department	977,000	1,503,900	+ 54%
Insurance: catastrophic	—	947,000	n/c
Other championships distributions	784,200	2,170,700	+177%
National Forum	—	950,000	n/c
Legislative services department	715,000	737,700	+ 3%
Rent	840,000	732,000	- 13%
Contingency	135,400	686,250	+407%
Business department	644,000	639,200	- 1%
Development	571,000	597,200	+ 5%
Insurance: general and liability	560,000	692,500	+ 24%
Royalties to members	281,000	674,000	+140%
Postgraduate scholarships	180,000	600,000	+233%
Total expenditures	\$57,379,000	\$79,425,000	+ 38%
n/c—not comparable			

SOURCE: N.C.A.A.

some \$1.4-million more than they received in 1986-87.

The N.C.A.A. is also allocating an additional \$950,000 for a new insurance plan that will cover member institutions if any of their athletes suffer catastrophic injuries.

It also is dramatically increasing the amount of money it will contribute to postgraduate scholarships for athletes, from \$180,000 in 1986 to \$600,000 this year.

—DOUGLAS LEDERMAN

Athletics Calendar

Meeting

December 8-10: Business. Athletic Business conference, Bally's Hotel, Las Vegas. Contact: Melanie Bingham, Athletic Business Magazine, 1842 Hoffman Street, Suite 201, Madison, Wis. 53704; (608) 249-0186.

Championships

October 30-November 1: Field hockey, Canadian Interuniversity Athletic Union, York U.

November 6-7: Field hockey, National Junior College Athletic Association, Champlain College.

November 7: Men's and women's cross-country, Canadian Interuniversity Athletic Union, U. of Victoria.

November 13-14: Field hockey, Division III, National Collegiate Athletic Association, site to be determined.

November 14: Men's and women's cross-country, National Junior College Athletic Association, Johnson County Community College.

November 14-15: Men's soccer, Canadian Interuniversity Athletic Union, McGill U.

November 14-15: Women's soccer, Canadian Interuniversity Athletic Union, Concordia U.

November 14-15: Women's soccer, Division III, National Collegiate Athletic Association, site to be determined.

November 19-21: Women's volleyball, National Association of Intercollegiate Athletics, U. of Wisconsin at Milwaukee.

November 19-22: Men's and women's soccer, National Junior College Athletic Association, Mercer County Community College.

November 20-21: Women's soccer, National Association of Intercollegiate Athletics, Erskine College.

November 21: Football, Canadian Interuniversity Athletic Union, U. of Toronto.

November 21: Men's and women's cross-country, National Association of Intercollegiate Athletics, U. of Wisconsin at Parkside.

November 21: Men's and women's cross-country, Division II, National Collegiate Athletic Association, U. of Southern Indiana.

People in Athletics

Thomas H. Diehl, women's basketball coach at Susquehanna U., has resigned.

Robert A. Dowd, associate athletic director at Southeastern Massachusetts U., to athletic director.

Gerald Gurney, assistant athletics director for academic affairs at Southern Methodist U., to assistant athletics director for academic programs at U. of Maryland at College Park.

Steven A. Schallenkamp, former men's and women's cross-country coach at State U. of New York College at New Paltz, to men's and women's cross-country coach at Bard College.

Doug Single, athletic director at Northwestern U., has resigned.

Gene Slaughter, athletic director at Capital U., has resigned.

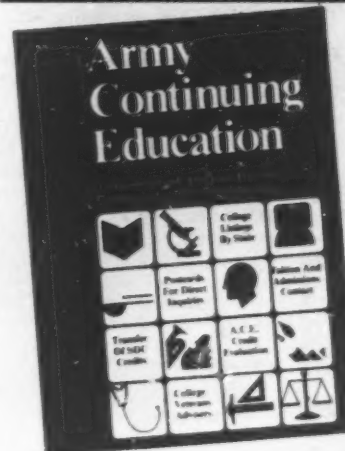
Thomas Saitta, former men's basketball coach at Rice U., to men's basketball coach at Chicago State U.

Jeffrey Vannelli, athletic director and men's soccer coach at Kenyon College, to director of sports and recreation at U. of Rochester.

Mari Wadsworth, assistant athletic director at Mount Saint Mary's College (Cal.), to athletic director.

Richard L. Whitmore, Jr., men's basketball coach at Colby College, also to athletic director.

AN ARMY OF STUDENTS IS HEADING YOUR WAY



This new publication is your exclusive opportunity to reach Army personnel, who have earned up to \$25,200 in education benefits, at the time they decide on their future education.

Initial Circulation: 100,000 Publication Date: January 1, 1988

Army Continuing Education

Published by School Guide Publications

210 North Avenue, New Rochelle, NY 10801

(914) 632-7771

Outside NYS (800) 433-7771

Also publishers of

School Guide □ College Transfer Guide □ Graduate School Guide □ College Conference Manuals

STUDENT LOANS Risks and Realities

Joseph M. Cronin and
Sylvia Q. Simmons, Editors

This new volume addresses such major student loan issues as student indebtedness, repayment of loans, and access to higher education. The vital need for student counseling, from applications for aid to debt management, is discussed, as is a program for innovative private sector support.

1987 / 200 pages / 0-86569-165-7 / \$24.95



Auburn House Publishing Company
14 Dedham Street, Dover, MA 02030
(617) 785-2220
Toll Free 1-800-223-BOOK

CERTIFICATION of Home Economists

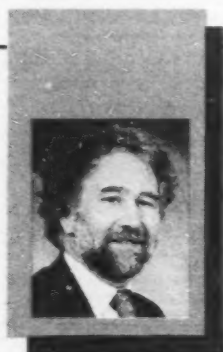
MORE THAN 11,000 HOME ECONOMISTS RECOGNIZE AND SUPPORT THE NEED FOR QUALITY AND HIGH STANDARDS IN THEIR PROFESSION. THEY ARE CERTIFIED HOME ECONOMISTS.

CHARTERING IS A ONE-TIME OPPORTUNITY TO RECOGNIZE THE PROFESSIONAL COMPETENCE AND EXPERIENCE OF CURRENT PRACTITIONERS IN THE FIELD.

THE CHARTERING PERIOD EXPIRES OCTOBER 31, 1987. JOIN THESE PROFESSIONALS BY APPLYING FOR CERTIFICATION NOW.

TO APPLY TO BECOME CHARTERED AS A CERTIFIED HOME ECONOMIST, ACT TODAY!

CONTACT the Office of Professional Education at AHEA
2010 Massachusetts Avenue, N.W., Washington, D.C. 20036-1028 (202) 862-8333.



WINNING GRANTS

A Systematic Approach for Higher Education

Learn where the money is now and what areas your institution should be focusing on in order to increase grant monies from foundations, corporations, and the federal government.

A complete seminar series on the grant-seeking process for beginners and professionals alike, *Winning Grants* trains faculty and staff to position themselves to write successful grants. David G. Bauer, developer of the ten-hour videocassette series, has taught more than 8,000 people his techniques for successful grant seeking in public and on-campus seminars. Use the series at departmental meetings, faculty development programs, in the classroom, and in your continuing education division to teach grant-seeking skills to faculty, staff, students, and community non-profit organizations.

To order a preview tape, call Larry Aemil at 800-228-4630. For additional information, contact Daryl Ferguson at (619) 756-5213.

Videotapes produced by the American Council on Education with David G. Bauer Associates, Inc., and University of Nebraska Television.

REMEMBER WHAT PLATO SAID ABOUT HORSE TRAINERS?

We are specialists in creative marketing communications
Recruitment Printing • Targeted Videos
Referral Networks • Marketing Evaluations
Earned Income Strategies

For answers to your questions (and the Plato question)

Call Robert Miss (914) 693-9386

BUSINESS MEDIA PROJECTS GROUP

12 Main Street/Dobbs Ferry, NY 10522